

**STATUS REPORT ON THE RIVERVIEW GARDENS SCHOOL DISTRICT**

**STATUTORY AUTHORITY:**

Sections 161.092, 162.081, RSMo

Consent  
Item

Action  
Item

Report  
Item

**DEPARTMENT GOAL NO. 1:**

All Missouri students will graduate college and career ready.

**SUMMARY:**

With authority granted under SB 125 (162.081, RSMo), the Department has the authority and the responsibility to offer more supervision, assistance, and if necessary, intervention to prevent districts or schools from falling below accredited levels. For districts already below accredited levels, additional assistance and intervention are provided.

The Missouri School Improvement Program (MSIP) Plan for Support and Intervention requires districts classified as unaccredited to participate in specific interventions and to report to the State Board regularly on their progress. This presentation will focus on the development and implementation of the improvement plan for the Riverview Gardens School District.

**PRESENTERS:**

Dr. Chris Neale, Assistant Commissioner, Office of Quality Schools; and Dr. Scott Spurgeon, Superintendent, Riverview Gardens School District will assist with the presentation and discussion of this agenda item.



# RIVERVIEW GARDENS

## *Report to the State Board of Education*

October 27, 2015

Missouri Department  
of Elementary and Secondary Education

# Leadership

2

## □ **Presence**

- Each district administrator is assigned two buildings for PLC leadership
- Superintendent Leadership walks – 4 buildings a week
- All district level administrators in buildings twice a month

## □ **Professional Development**

- MOLEAD & MOSIG – 30 day plans and building walk-throughs
- Administrative Retreat
- Missouri Educator Evaluation System (MEES) support

## □ **Accountability**

- Accountability data reported to SAB
- Weekly District/School Board reports
- Accountability meetings with principals – 4 times a year

# Collaborative Cultures

3

## □ Internal

- RNEA monthly meetings – District/Building
- Relationship building – Modeling from the top down – Organizational expectations
- Success & Confidence
- High academic & behavior expectations with support/interventions
- Positive Behavior Intervention and Supports (PBIS), Professional Learning Communities (PLC's), and the Data Team Process

## □ External

- Wrap around community services
- Growing number of collaborative partnerships with organizations including: UMSL, Washington University (Brown School of Social Work), St. Louis Community College, Boeing, Little Bit Foundation, Monsanto, Big Brothers and Big Sisters of St. Louis, Regional Business Council, Civic Progress, YMCA, Urban League, The Crossing Church of Chesterfield, and multiple school districts including Kirkwood, Parkway, Ferguson-Florissant, University City, Ritenour, Webster Groves, and Hazelwood

# Curriculum & Assessment

4

## □ Rigor, Relevance, & Literacy

- Continuity across buildings (what & how)
- Curriculum aligned to the Missouri Learning standards and identified grade level and content specific Essential Learning Targets (ELT's)
- In 13/14 high school offered 1 Advanced Placement (AP) course, in 14/15 high school offered 8 AP Courses and had 30 students achieve a "B" or better. In 15/16, high school now offers 10 AP courses plus a number of Pre-AP courses
- Significantly increased library collections and improved school library collection dates by as many as 7 years through new purchases and donations
- Increased library circulation - 12/13 87,000, 13/14 134,000, and 14/15 over 169,000. 15/16 goal is 200,000
- First Fountas and Pinnell F & P assessment of students in 14/15 in grades 1-5 showed 30.02% proficient - End of the year assessment was 47.47% proficient – 17.45% increase in one year, when kindergartners are included, nearly 50% proficiency was achieved – 11.32% improvement in 13/14

## □ Assessment/Accountability for Continuous Improvement

- Three benchmark assessments are used to hold professionals accountable and measure progress; F & P, Scholastic Reading Inventory (SRI), and Galileo in 15/16
- PLC's, data analysis, & data rooms

## □ Technology

- Technology increase in each classroom to improve student skills in literacy, science, mathematics, social studies, technology, and the arts, expanded student research opportunities and access to information, extend learning beyond the classroom (Apple iPad & State Literacy Grant), and allowed for the seamless transition to SBAC testing that began in the spring of 2015

# Effective Instruction

5

## □ **Rigor, Literacy, & Numeracy**

- Missouri Reading Initiative (MRI) for literacy improvement – K-2 third year and 3-5 second year – Middle School and High School summer training and job-embedded for 15/16 school year
- Developed a new unit template for lesson planning

## □ **Professional Development**

- Job-embedded & summer professional development addresses needs due to a limited substitute pool
- Instructional coaches – new format in 13/14 – meet every Friday 8am-10am – Feedback system for instructional improvement – Working to eliminate inconsistencies in instructional practices from classroom to classroom to measure true effectiveness or lack thereof
- Revised and expanded the district new teacher orientation schedule and 3 year professional development plan for instructional skill consistency

## □ **Human Capital Management**

- Aggressive strategic recruitment plan to increase the number of high quality candidates that apply and are hired in RGSD
- Added reading specialists and/or supplemental English/Language arts professionals to each building during the 14/15 school year for instructional support and improvement. Math specialist is on staff at a limited number of schools due to financial constraints

# Lessons Learned

6

- Not everyone wants you to be successful
- Success means mediocrity cannot live there
- The team around you matters
- Inspect what you expect
- To improve your organization, improve your people
- When you start to feel comfortable, don't
- What you look for, you see
- You must push students and staff to and through their level of frustration
- You must eliminate inconsistencies
- Without data, we act on false formative observations
- Finish what you start, hardwire a measurement system of progress and accountability and don't stop doing something unless the data tells you to do so. Don't let "people" stop progress because its "too hard"

# Continued Challenges

7

## □ Students

- Early Childhood Education opportunities for all children
- Mobility
- Transportation
- Social, emotional, & community effects from stress and traumatic life events

## □ Finances

- Access to resources for the MSIP Standard 3.4 performance area
- 30% decline in district assessed valuation
- Salary Schedules – Professional & Support
- Smaller class sizes
- Administrative support at all schools
- Facility concerns – Science labs, materials, athletic, & HVAC

## □ High Quality Professionals

- Steady stream of high quality professionals (teachers & administrators) to fill open positions
- Shortage of substitute teachers
- Candidate perceptions of district and community

# Questions